

BMHP6020 Independent Project Literature Analysis Workbook

Stage 1 – CRAAP Test Evaluation (10 sources of information)

Article 1	Author & Year: Oliveria et al	Article Title: Internet-delivered cognitive behavioral therapy for anxiety amongst students: A systemic review and meta analysis	
CRAAP Notes	• Current: 2023, Recent • Relevant: Directly evaluates iCBT for anxiety in university students. • Authority: Peer-reviewed meta analysis in internet interventions • Accuracy: Transparent statistics • Purpose: informative, evaluates effectiveness.		CRAAP Score 5/5
Article 2	Author & Year: Huntely et al (2019)	Article Title: The efficacy of interventions for test-anxious university students: A meta-analysis of Randomized Controlled Trials	
CRAAP Notes	• Current: 2019 • Relevant: Test Anxiety interventions for students		CRAAP Score 5/5

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	• Authority: published in journal of anxiety disorders		
	• Accuracy: Meta-analysis of RCTS • Purpose: Evaluate intervention efficacy		
Article 3	Author & Year: MC Grath & Wojciowicz 2013	Article Title: internet – based guided self-help for university students with anxiety, depression and Stress.	
CRAAP Notes	• Current: 2013 • Relevant: RCT doe internet based CBT for anxious university Students • Authority: Peer reviews clinical trial • Accuracy: validated measures, Randomized • Purpose: Evaluate ICBT Effectiveness		CRAAP Score 4/5

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Article 4	Author & Year Farrer et al. (2013)	Article Title: Technology-Based interventions for mental health in Tertiary Students
	• Current: 2013. • Relevant: technology-based mental health interventions for tertiary students.	CRAAP Score 4/5
CRAAP Notes	• Authority: Peer-reviewed. Accuracy: Clear review criteria. • Purpose: Summarise digital • Purpose: Summarise digital mental health interventions	
Article 5	Author & Year: harrer et al. (2019)	Article Title: Internet interventions for mental heath in university Students

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CRAAP Notes	• Current: 2019 • Relevant: Relevant: Internet interventions (including CBT) for university students. Authority: Leading digital mental health researchers. Accuracy: Systematic review + meta-analysis. • Purpose: Evaluate digital mental health effectiveness.	CRAAP Score 5/5
Article 6	Author & Year: Conley,Durlak and Dickson 2013	Article Title: an evaluative study on universal mental health promotion and prevention programs for higher education students
	Current: 2013. Relevant: Universal mental health promotion in higher education; CBT included. Authority: Established prevention researchers. Accuracy: Evaluative review.	CRAAP Score 5/5

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	Purpose: Assess mental health promotion programmes.		
CRAAP Notes			
Article 7	Author & Year: Regehr, Glancy & Pitts 2013	Article Title: Interventions to reduce stress in university students	
CRAAP Notes	Current: 2013. Relevant: Stress-reduction interventions for university students; CBT included. Authority: Peer-reviewed meta-analysis. Accuracy: Transparent synthesis. Purpose: Evaluate stress-reduction interventions.		CRAAP Score 4/5

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Article 8	Author & Year: Firth et al. (2017)	Article Title: The efficacy of smart Phone
	Current: 2017. Relevant: Digital mental health interventions (including CBT) for university students. Authority: Leading digital mental health researchers. Accuracy: Systematic review. Purpose: Evaluate digital mental health efficacy.	CRAAP Score 5/5
CRAAP Notes		
Article 9	Author & Year: Newman et al 2021	Article Title: A randomized controlled feasibility Trial of internet delivered guided self-help for generalized anxiety disorder

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CRAAP Notes	Current: 2021. Relevant: RCT of internet-delivered CBT for university student anxiety. Authority: Peer-reviewed clinical trial. Accuracy: Randomised design, validated measures. Purpose: Test iCBT effectiveness.		CRAAP Score 5/5
Article 10	Author & Year: Orbach et al, 2007	Article Title: A randomized placebo controlled trial of self help internet based intervention for test anxiety	
CRAAP Notes			CRAAP Score 4/5
	- Current: 2021. Relevant: RCT of internet-delivered CBT for university student anxiety. Authority: Peer-reviewed clinical trial. Accuracy: Randomised design, validated measures. Purpose: Test iCBT effectiveness.		

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Stage 2 – Literature Analysis (the best 5 sources identified from the CRAAP Test Evaluation above)

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	Author, Year, Article Title	Article Summary	Research Method and Sample	Article Strengths and Limitations	Keywords
Article 1	Oliveria et al 2023	Synthesis RCTs of internet delivered CBT for anxiety in University Students; Finds significant reductions in anxiety symptoms and support iCBT as an effective intervention.	Systematic review and meta-analysis of RCTs; college/university students with anxiety or related symptoms.	Strengths: Large, aggregated sample; rigorous inclusion criteria; strong external validity. Limitations: Heterogeneity across interventions; reliance on published trials.	internet-delivered CBT; university students; anxiety; meta-analysis; digital intervention.
Article 2	Huntley et al 2019	A meta-analysis of randomized controlled trials Examines interventions for test-anxious university students CBT based approaches show	Meta-analysis of RCTs involving test-anxious university students.	Strengths: Focused on test anxiety; robust RCT evidence. Limitations: Narrow outcome (test anxiety); may not generalise to broader anxiety.	Test anxiety; CBT; university students; meta-analysis; examinations. 3

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		significant reductions in test anxiety compared with controls.			
Article 3	Day, McGrath & Wojtowicz 2013	RCT evaluating an online CBT programme for anxious university students; reports significant symptom reduction and good acceptability.	Randomised controlled trial; university students with elevated anxiety scores.	Strengths: Direct trial of iCBT; strong internal validity. Limitations: Single setting; limited long-term follow-up.	Internet-based CBT; anxiety; university students; RCT; online intervention.
Article 4	Harrer et al. (2019)	Reviews and meta-analyses internet-based mental health interventions (including CBT) for university students; shows beneficial effects on anxiety and depression.	Systematic review and meta-analysis; university student samples across multiple studies.	Strengths: Broad coverage of digital interventions; strong methodological rigour. Limitations: Mix of intervention types; CBT effects sometimes pooled with non-CBT.	Internet interventions; CBT; university students; mental health; meta-analysis.

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Article 5	Firth et al. (2017)	Evaluates digital mental health tools (apps, online programmes) for anxiety and depression in university students; finds moderate efficacy, particularly for structured CBT-based programmes.	Systematic review/meta-analytic approach; university students using digital interventions.	Strengths: Focus on digital delivery; relevant to modern student support. Limitations: Variable quality of included interventions; engagement issues.	Digital mental health; CBT; anxiety; depression; university students; e-health.
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Stage 3 – Theme Development (recurring patterns identified from the keywords in stage 2)

Repeating Keywords	Number of Articles	Possible Theme
Internet delivered CBT	5	Digital CBT is consistently effective for reducing anxiety in university students.
University students/Tertiary students	5	University students have unique anxiety profiles and benefit from tailored CBT Interventions.
Anxiety, test anxiety, depression	5	CBT reduces multiple forms of anxiety including general and test specific anxiety.

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Reference List

Record the full Harvard reference for each of the 10 articles included in Stage 1.

Keeping a complete reference list as you work will help you organise your sources and prepare the final reference list for your dissertation.

1. Oliveira, C., Pacheco, M., Borges, J., Meira, L. & Santos, A. (2023) 'Internet-delivered cognitive behavioural therapy for anxiety among university students: A systematic review and meta-analysis', *Internet Interventions*, 31, 100609.
2. Huntley, C.D., Young, B., Temple, J., Longworth, M., Tudur Smith, C. & Fisher, P.L. (2019) 'The efficacy of interventions for test-anxious university students: A meta-analysis of randomized controlled trials', *Journal of Anxiety Disorders*.
3. Day, V., McGrath, P.J. & Wojtowicz, M. (2013) 'Internet-based guided self-help for university students with anxiety, depression and stress: A randomized controlled clinical trial', *Behaviour Research and Therapy*, 51(7), pp. 344–351.
DOI: 10.1016/j.brat.2013.03.003
4. Farrer, L., Gulliver, A., Chan, J.K.Y., Batterham, P.J., Reynolds, J. & Cascar, A.L. (2013) 'Technology-based interventions for mental health in tertiary students: Systematic review', *Journal of Medical Internet Research*, 15(5), e101.

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5. Harrer, M., Adam, S.H., Karyotaki, E., Baumeister, H., Kessler, R.C., Cuijpers, P., Bruffaerts, R., Berking, M., Auerbach, R.P. & Ebert, D.D. (2019) 'Internet interventions for mental health in university students: A systematic review and meta-analysis', *Mental Health & Prevention*, 13, pp. 1–20.

DOI: 10.1002/mpr.1759

6. Conley, C.S., Durlak, J.A. & Dickson, D.A. (2013) 'An evaluative review of outcome research on universal mental health promotion and prevention programs for higher education students', *Journal of American College Health*, 61(5), pp. 286–301. DOI: 10.1080/07448481.2013.802237

7. Regehr, C., Glancy, D. & Pitts, A. (2013) 'Interventions to reduce stress in university students: A review and meta-analysis', *Journal of Affective Disorders*, 148(1), pp. 1–11.

DOI: 10.1016/j.jad.2012.11.015

8. Firth, J., Torous, J., Nicholas, J., Carney, R., Pratap, A., Rosenbaum, S. & Sarris, J. (2017) 'The efficacy of smartphone-based mental health interventions for depressive symptoms: A meta-analysis of randomized controlled trials', *World Psychiatry*, 16(3), pp. 287–298.

DOI: 10.1002/wps.20472

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9. Newman, M.G., Kanuri, N., Rackoff, G.N., Jacobson, N.C., Bell, M.J. & Taylor, C.B. (2021) 'A randomized controlled feasibility trial of internet-delivered guided self-help for generalized anxiety disorder (GAD) among university students in India', *Psychotherapy*, 58(4), pp. 591–601.

DOI: 10.1037/pst0000383

10. Orbach, G., Lindsay, S. & Grey, S. (2007) 'A randomised placebo-controlled trial of a self-help Internet-based intervention for test anxiety', *Behaviour Research and Therapy*, 45(3), pp. 483–496.

DOI: 10.1016/j.brat.2006.04.002